

Background:

The Pupil Premium was introduced in April 2011. It is funding given to schools by the Government to raise the attainment of disadvantaged pupils. In 2012-13 the Pupil Premium was extended to pupils who have been eligible for free school meals at any point in the last six years. Schools also receive funding for young people who have been looked after continuously for more than six months and a smaller amount for the children of service personnel.

The following document details how Welling School makes use of the additional funding it gains through Pupil Premium, along with the details of the impact it has on the students.

1. Summary information					
School	Welling School				
Academic Year	2020/21	Total PP budget	£447,914	Date of most recent PP Review	Sept 2020
Total number of pupils	1517	Number of pupils eligible for PP	490	Date for next internal review of this strategy	Sept 2021

2. KS4 Performance for Pupil Premium Students (3 Year Trend)						
Measure	2018		2019		2020	
	Pupil Premium	Non Pupil Premium	Pupil Premium	Non Pupil Premium	Pupil Premium	Non Pupil Premium
Overall Attainment 8	3.7	4.0	3.3	4.0	3.8	4.5
Overall Progress 8	-0.61	-0.32	-0.83	-0.39	-0.48	-0.01
English Attainment 8	4.2	4.4	3.7	4.2	4.0	4.6
English Progress 8	-0.14	-0.20	-0.74	-0.57	-0.65	-0.26
Maths Attainment 8	3.9	4.2	3.5	4.4	3.8	4.6
Maths Progress 8	-0.07	0	-0.39	0.24	-0.22	0.26

%English & Maths (Grade 4+)	49	62	33	59	49	65
%English & Maths (Grade 5+)	21	34	20	25	26	36
%5+ GCSEs Inc English & Maths (Grade 4+)	33	53	25	52	45	61
%5+ GCSEs Inc English & Maths (Grade 5+)	16	27	18	24	20	30

The following targets have been agreed by the Governors:

- A. **To close the progress and attainment gap of students eligible for Pupil Premium.** Targets are in-line with equivalent cohorts and Pupil Premium funding is used to remove potential barriers to learning and build knowledge, skills and cultural capital.
- B. **To close the gaps** between Pupil Premium students and the non-disadvantaged cohort **in a range of identified pastoral areas**, including attendance and co-curricular participation, supplemented by targeted mental health and well-being provisions, to develop character and cultural capital which will also help reduce the attainment gap. Pupil Premium funding is used to remove potential barriers to participation and provide targeted interventions.
- C. To support disadvantaged students with **best practice Careers and Destination Guidance**, to ensure that all students have choices, to improve themselves where they are or improve themselves by moving beyond the familiar. Pupil Premium funding is used to remove potential barriers to participation and provided enhanced interventions.

Barriers to future attainment	
A.	Disadvantaged students achieve lower progress and attainment scores than our non-disadvantaged cohort at KS4 and there are specific learning needs, particularly relatively poor literacy and numeracy skills, that contribute to the attainment gap.
B.	Disadvantaged students typically have lower attendance towards school than the non-disadvantaged cohort. Disadvantaged students are disproportionately affected by mental health concerns according to our records.
C.	Disadvantaged students typically have lower aspirations than their non-disadvantaged peers and they are less likely to access higher education and achieve equivalent lifelong wealth.

How we will use the Pupil Premium Grant for 2020-21				
Area	Outcome	Detail	Potential impact	Proposed cost
A	Specific interventions have measurable positive impact on disadvantaged students' attainment.	<p>KS4 interventions in English, Maths and Science target identified gaps in attainment</p> <p>SEN and Pastoral Teams offer focused support and intervention.</p> <p>Ambition tutoring programme to be launched at KS3 to offer 1:1 individualised support and the opportunity to implement more specific and targeted interventions.</p>	<p>Intervention strategies show positive impact on student progress</p> <p>Attainment gap closes in targeted areas, with literacy and numeracy used accurately and with confidence.</p>	£173,584
A	Financial barriers to participation for disadvantaged students in experiences, trips and visits that increase their cultural/social capital are removed.	This includes provision of any identified resource, items or other cultural capital costs to ensure students can fully access a broad curriculum.	Students develop depth of capital to assure ongoing closure of attainment gap and access to highest level learning opportunities.	£2,000

A	Disadvantaged students are equipped to participate in their learning and especially at revision time, with all necessary resources to ensure a level playing field.	All disadvantaged students have those curriculum and revision resources that are specified as necessary or beneficial by HoF. All disadvantaged students have access to the required technology to participate fully in online learning.	Students are equipped in line with peers and parents will also be better able to support their child at home.	£72,913
----------	---	---	---	---------

<p>B</p>	<p>Disadvantaged students have equivalent or greater attendance than the non-disadvantaged cohort.</p>	<p>Attendance is rigorously monitored with interventions deployed to remove the attendance gap.</p> <p>Engagement with online learning during periods of self-isolation/lockdown is rigorously monitored with interventions deployed to ensure equal or greater engagement.</p>	<p>Students are encouraged to remain in school and fully participate in the opportunities on offer. Parents are supported through liaison with the Additional Extra Needs Team/Welfare monitoring team.</p>	<p>£89,649</p>
<p>B</p>	<p>Disadvantaged students access co-curricular opportunities including clubs and sports, narrowing the participation gap across all key stages.</p>	<p>Student participation shows narrowing and eventual parity of participation with non-disadvantaged peers. Financial barriers to participation are removed.</p>	<p>Students develop social and cultural capital to enable them to develop successful futures.</p>	<p>£37,263</p>
<p>B</p>	<p>Provision of mental health resources supports disadvantaged students effectively</p>	<p>Disadvantaged students are closely monitored for mental health and other well-being services delivered within school and impact is measured.</p> <p>Disadvantaged students are closely monitored for mental health and wellbeing during periods of self-isolation and lockdown and impact is measured.</p>	<p>Well-being factors that will impact on attainment and future success are addressed effectively so students are happy and ready to learn. Parents are supported through work of Additional Extra Needs Team and other pastoral staff.</p>	<p>£61,492</p>

<p>B</p>	<p>Provision of welfare resources specific to the Coronavirus pandemic supports disadvantaged students effectively</p>	<p>Disadvantaged students are closely monitored for welfare during periods of self-isolation and lockdown and impact is measured.</p> <p>Free School Meals provision remains consistent and appropriate to the circumstances during periods of self-isolation and lockdown.</p>	<p>Welfare factors that will impact on attainment and future success are addressed effectively so students are safe, healthy and ready to learn. Parents are supported through work of Additional Extra Needs Team and other pastoral staff.</p>	<p>£15,000</p>
-----------------	--	---	--	----------------

C	Financial barriers that impede belonging and participation in CEIAG activities are removed.	<p>All disadvantaged students are equipped as appropriate with uniform, business wear, top-up food costs, travel and other similar expenses where the school are made aware of the need.</p> <p>Appropriate support provided by the school to support future career pathways for disadvantaged students</p>	Students experience no stigma that will hamper their ability to participate fully in the wide range of opportunities available through the school.	£21,354
C	Provision of Ambition tutoring supports disadvantaged students effectively to reduce and eventually remove aspirational barriers	Starting at KS3 and increasing year-on-year, appropriate and adequately trained additional staff are provided to ensure all disadvantaged students have access to 1:1 regular ambition tutoring.	Students have an advocate in school to promote and support their journey through education and into the workforce.	£18,000

Other Costs:

In addition to expenses incurred on an individual basis for disadvantaged students, PP income is disbursed as follows:				
	Provision	Detail	Impact Criteria	Proposed Cost
	Deputy Head with responsibility for Disadvantaged Students	The Deputy Head meets the job description criteria related to Disadvantaged Students.	☐ There is a designated SLT member for disadvantaged students, providing coherence across all areas of activity.	Percentage of DHT salary
	Careers Lead	The Careers Lead meets the criteria set in the Careers Lead job description so that students are able successfully negotiate transition points.	☐ Students have an advocate in school and staff have a role model for the culture of aspiration for our disadvantaged cohort.	Percentage of Careers Lead's salary
Total cost				
				£24,163

Welling School: Pupil Premium Spend Breakdown 2019/2020

Welling School seeks to ensure that Pupil Premium funding is used for students from disadvantaged backgrounds (and particularly those who also have special needs) so that they make better progress and achieve higher grades. Our plan aims to boost disadvantaged students' achievement at the end of Key Stage 4 and ensure the continued progress, engagement and wellbeing of this group in Key Stage 3, as well as planning for their transition in to KS5.

Pupil Premium spend 2019/20		
Target Area	£ 432,905	
A	£ 249,384	57.6%
B	£ 194,308	44.9%
C	£ 32,803	07.6%
Other	£ 19,809	04.6%
Salaries	£ 408,114	
External Providers	£ 53,737	
TOTAL SPEND	£ 496,304	114.7%

Pastoral Support:	<ul style="list-style-type: none"> Care and Guidance The Berwick Centre Head of Year DT LAC Councillor Restorative Officer Capacity for ambition tutoring
Academic Support:	<ul style="list-style-type: none"> Strategic co-ordination Careers Lead TA support (not SEN) Learning Zone Small group tuition/ exam skills. Exam Interventions